

## WEST ASHLEY MIDDLE

1776 Kennerty Drive  
Charleston, SC 29414

**GRADES** 7-8 Middle School

**ENROLLMENT** 793 Students

**PRINCIPAL** Judy Sherman 843-763-1546

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 3    | 25      | 18            | 1              |

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | N/A                    | N/A                       | N/A                             |
| <b>2002</b> | N/A                    | N/A                       | N/A                             |
| <b>2003</b> | Average                | Unsatisfactory            | No                              |
| <b>2004</b> | Below Average          | Unsatisfactory            | No                              |

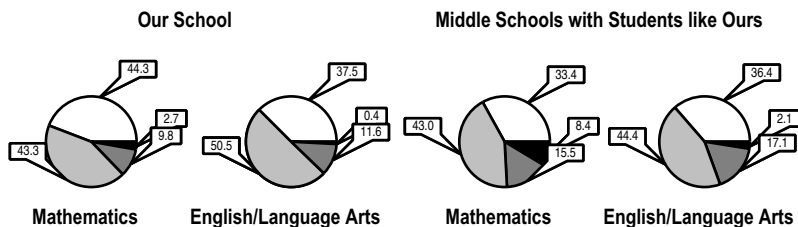
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

90.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|    | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

|   | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced (adj.) | Performance<br>Objective Met | Participation<br>Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% |  |          |               |         |              |            |                                     |                              |                                |
| All Students  | 780  | 99.5     | 37.2          | 50.7    | 11.6         | 0.4        | 19.7                                | Yes                          | Yes                            |
| Gender  |  |          |               |         |              |            |                                     |                              |                                |
| Male  | 388  | 99.5     | 45.7          | 45.7    | 8.0          | 0.6        | 14.1                                |                              |                                |
| Female  | 392  | 99.5     | 28.9          | 55.6    | 15.2         | 0.3        | 25.3                                |                              |                                |
| Racial/Ethnic Group   |  |          |               |         |              |            |                                     |                              |                                |
| White   | 227  | 100.0    | 24.5          | 54.9    | 19.1         | 1.5        | 30.4                                | Yes                          | Yes                            |
| African-American  | 528  | 99.8     | 42.9          | 49.6    | 7.5          | 0.0        | 14.5                                | No                           | Yes                            |
| Asian/Pacific Islander                                      | 11   | 90.9     | 12.5          | 50.0    | 37.5         | 0.0        | 0.0                                 | I/S                          | I/S                            |
| Hispanic  | 14   | 85.7     | 40.0          | 20.0    | 40.0         | 0.0        | 40.0                                | I/S                          | I/S                            |
| American Indian/Alaskan                                     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | I/S                          | I/S                            |
| Disability Status   |  |          |               |         |              |            |                                     |                              |                                |
| Not Disabled  | 624  | 99.5     | 30.3          | 55.8    | 13.5         | 0.5        | 23.0                                |                              |                                |
| Disabled  | 156  | 99.4     | 65.5          | 30.2    | 4.3          | 0.0        | 6.5                                 | No                           | Yes                            |
| Migrant Status  |  |          |               |         |              |            |                                     |                              |                                |
| Migrant   | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 |                              |                                |
| Non-migrant   | 780  | 99.5     | 37.2          | 50.7    | 11.6         | 0.4        | 19.7                                |                              |                                |
| English Proficiency   |  |          |               |         |              |            |                                     |                              |                                |
| Limited English Proficient                                  | 4  | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| Non-Limited English Proficient                              | 776  | 99.9     | 37.2          | 50.7    | 11.6         | 0.4        | 19.7                                |                              |                                |
| Socio-Economic Status                                       |  |          |               |         |              |            |                                     |                              |                                |
| Subsidized meals  | 502  | 99.8     | 43.6          | 47.6    | 8.8          | 0.0        | 15.0                                | No                           | Yes                            |
| Full-pay meals  | 276  | 99.3     | 24.6          | 56.8    | 17.4         | 1.3        | 29.2                                |                              |                                |

|   |     |       |      |      |      |     |      |     |     |
|---|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% |     |       |      |      |      |     |      |     |     |
| All Students                                      | 780 | 100.0 | 44.3 | 43.3 | 9.8  | 2.7 | 19.1 | Yes | Yes |
| Gender  |     |       |      |      |      |     |      |     |     |
| Male  | 388 | 100.0 | 48.0 | 40.0 | 9.4  | 2.6 | 18.9 |     |     |
| Female  | 392 | 100.0 | 40.6 | 46.5 | 10.1 | 2.8 | 19.3 |     |     |
| Racial/Ethnic Group                               |     |       |      |      |      |     |      |     |     |
| White   | 227 | 100.0 | 24.0 | 50.5 | 18.6 | 6.9 | 37.7 | Yes | Yes |
| African American                                  | 528 | 100.0 | 53.4 | 40.4 | 5.4  | 0.8 | 10.6 | No  | Yes |
| Asian/Pacific Islander                            | 11  | 100.0 | 0.0  | 50.0 | 50.0 | 0.0 | 0.0  | I/S | I/S |
| Hispanic  | 14  | 100.0 | 50.0 | 33.3 | 8.3  | 8.3 | 16.7 | I/S | I/S |
| American Indian/Alaskan                           | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  | I/S | I/S |
| Disability Status                                 |     |       |      |      |      |     |      |     |     |
| Not Disabled                                      | 624 | 100.0 | 36.9 | 48.0 | 11.8 | 3.4 | 22.8 |     |     |
| Disabled  | 156 | 100.0 | 74.3 | 24.3 | 1.4  | 0.0 | 4.3  | No  | Yes |
| Migrant Status                                    |     |       |      |      |      |     |      |     |     |
| Migrant   | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |     |     |
| Non-migrant                                       | 780 | 100.0 | 44.3 | 43.3 | 9.8  | 2.7 | 19.1 |     |     |
| English Proficiency                               |     |       |      |      |      |     |      |     |     |
| Limited English Proficient                        | 4   | I/S   | I/S  | I/S  | I/S  | I/S | I/S  | I/S | I/S |
| Non-Limited English Proficient                    | 776 | 100.0 | 44.3 | 43.3 | 9.8  | 2.7 | 19.1 |     |     |
| Socio-Economic Status                             |     |       |      |      |      |     |      |     |     |
| Subsidized meals                                  | 502 | 100.0 | 51.2 | 39.7 | 8.1  | 1.1 | 14.3 | No  | Yes |
| Full-pay meals                                    | 276 | 100.0 | 30.7 | 50.4 | 13.0 | 5.9 | 28.6 |     |     |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |         | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|---------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |         |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | Grade 3 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 4 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 5 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 6 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 7 | 362   | 99.2            | 41.5                 | 46.9           | 11.3                | 0.3               | 11.6                                 |
|                              | Grade 8 | 567   | 99.5            | 36.8                 | 50.5           | 11.4                | 1.3               | 12.8                                 |
| <b>2004</b>                  | Grade 3 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 4 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 5 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 6 | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | Grade 7 | 414   | 100.0           | 39.5                 | 49.6           | 10.8                | N/A               | 10.8                                 |
|                              | Grade 8 | 367   | 100.0           | 34.5                 | 54.0           | 10.5                | 1.1               | 11.6                                 |

|                    |         |     |       |      |      |      |     |      |
|--------------------|---------|-----|-------|------|------|------|-----|------|
| <b>Mathematics</b> |         |     |       |      |      |      |     |      |
| <b>2003</b>        | Grade 3 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 4 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 5 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 7 | 362 | 99.4  | 40.7 | 39.5 | 12.7 | 7.1 | 19.8 |
|                    | Grade 8 | 567 | 99.6  | 35.2 | 48.4 | 11.0 | 5.3 | 16.4 |
| <b>2004</b>        | Grade 3 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 4 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 5 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|                    | Grade 7 | 414 | 100.0 | 43.8 | 40.8 | 12.1 | 3.3 | 15.4 |
|                    | Grade 8 | 367 | 100.0 | 43.9 | 47.6 | 6.5  | 2.0 | 8.5  |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

|   | Our School      | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-----------------|-----------------------|--|----------------------|
| Students (n= 793)   |                 |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)                  | 96.1%           | N/R                   | 13.4%                                  | 14.6%                |
| Retention rate  | 5.7%            | N/A                   | 4.1%                                   | 3.0%                 |
| Attendance rate   | 94.1%           | Up from 93.3%         | 95.4%                                  | 95.9%                |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 8.6%            |                       | 6.9%                                   | 5.7%                 |
| Students with disabilities other than speech taking PACT (Math) off grade level | 8.3%            |                       | 6.5%                                   | 5.3%                 |
| Eligible for gifted and talented  | 10.5%           | Down from 12.5%       | 13.2%                                  | 14.3%                |
| On academic plans   | N/AV            | N/AV                  | N/A                                    | N/AV                 |
| On academic probation   | N/AV            | N/AV                  | N/A                                    | N/AV                 |
| With disabilities other than speech   | 19.2%           | Up from 15.1%         | 15.3%                                  | 13.9%                |
| Older than usual for grade  | 7.2%            | Down from 29.5%       | 5.0%                                   | 4.2%                 |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | N/R             | N/R                   | 1.2%                                   | 0.9%                 |
| Annual dropout rate   | 0.4%            | N/A                   | 0.0%                                   | 0.0%                 |
| Teachers (n= 53)  |                 |                       |  |                      |
| Teachers with advanced degrees  | 58.5%           | Up from 47.5%         | 48.0%                                  | 48.7%                |
| Continuing contract teachers  | 58.5%           | Down from 60.7%       | 81.6%                                  | 81.7%                |
| Highly qualified teachers**   | 80.0%           | N/A                   | 91.9%                                  | 90.4%                |
| Teachers with emergency or provisional certificates                             | 22.7%           |                       | 3.9%                                   | 5.3%                 |
| Teachers returning from previous year   | N/A             | N/A                   | 84.1%                                  | 85.1%                |
| Teacher attendance rate   | 95.6%           | Up from 94.5%         | 94.8%                                  | 94.8%                |
| Average teacher salary  | \$40,196        | Up 5.0%               | \$39,090                               | \$40,566             |
| Prof. development days/teacher  | 13.2 days       | Up from 10.4 days     | 10.2 days                              | 11.0 days            |
| School  |                 |                       |  |                      |
| Principal's years at school   | 2.0             | Up from 1.0           | 4.0                                    | 3.3                  |
| Student-teacher ratio in core subjects  | 23.0 to 1       | Down from 23.9 to 1   | 20.9 to 1                              | 21.3 to 1            |
| Prime instructional time  | 88.2%           | Up from 86.8%         | 89.0%                                  | 89.3%                |
| Dollars spent per pupil*  | \$4,341         | N/A                   | \$5,549                                | \$5,821              |
| Percent of expenditures for teacher salaries*                                   | 69.8%           | N/A                   | 62.0%                                  | 61.8%                |
| Opportunities in the arts   | Good            | No change             | Good                                   | Good                 |
| Parents attending conferences   | 97.3%           | Up from 92.0%         | 94.0%                                  | 95.0%                |
| SACS accreditation  | No              | No change             | Yes                                    | Yes                  |
| Character development program   | Average         | N/A                   | Average                                | Good                 |
| * Prior year audited financial data are reported.                               |                 |                       |  |                      |
|   | Our District    |                       | State                                  |                      |
| Highly qualified teachers in low poverty schools**                              | 88.1%           |                       | 92.0%                                  |                      |
| Highly qualified teachers in high poverty schools**                             | 87.8%           |                       | 91.1%                                  |                      |
|   | State Objective |                       | Met State Objective                    |                      |
| Highly qualified teachers in this school**                                      | 65.0%           |                       | Yes                                    |                      |
| Student attendance in this school   | 95.3%           |                       | No                                     |                      |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The School Improvement Council (SIC) of West Ashley Middle School (WAMS) shares this 2003 - 2004 School Report Card with people who are interested in our school. The purposes of the School Report Card are to inform parents and the public about our school performance, to monitor accountability within our school, and to engage the entire community in the school improvement process.

Throughout the 2003 - 2004 school year, the primary focus of WAMS was to raise the level of student achievement through new initiatives. WAMS adopted Standards Across the School, which provided instruction by all teachers on the South Carolina Curriculum Standards. Another initiative, The Learning Center, provided enrichment and remediation for our students at the below basic level on the Palmetto Achievement Challenge Test (PACT). Furthermore, the integration of technology in the classroom was a primary goal in the professional development of our staff; students were provided many opportunities to use technology in the classroom on a daily basis. To provide a comprehensive program for all students, a student activity program was implemented that included student clubs and organizations, varied athletic teams, and a student incentive program focusing on behavior and leadership. In addition, an award and recognition program was implemented to celebrate academic achievements, athletic accomplishments, and good citizenship. Overall, parents, faculty, and staff were committed to work together to provide a program of excellence for every child at WAMS.

As WAMS begins our third year, new initiatives are planned for continuous school improvement. Both grade levels will be organized into teams including a reading teacher for each team as part of the middle school concept. In addition, students will participate in an advisement program as we build learning communities within each grade level. WAMS will continue to use technology for curriculum delivery and provide more opportunities for the daily use of technology. For a more comprehensive remediation program, the creation of two Plato labs will provide more individualized academic assistance.

WAMS is committed to providing a rigorous curriculum that meets the individual needs of every student. WAMS has built the proper foundation and support for continued success in the future.

Lisa Haskell, School Improvement Council Chairperson  
 Melanie G. Reynolds-Murphy, Principal for 2003 - 2004

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|   | Teachers | Students* | Parents* |
|---|----------|-----------|----------|
| <b>Number of surveys returned</b>                             | 40       | 367       | 131      |
| <b>Percent satisfied with learning environment</b>            | 60.0%    | 62.2%     | 73.4%    |
| <b>Percent satisfied with social and physical environment</b> | 55.0%    | 63.7%     | 64.3%    |
| <b>Percent satisfied with home-school relations</b>           | 12.5%    | 78.7%     | 48.4%    |

\*Only students at the highest middle school grade level at this school and their parents were included.